

Unit 3: How to write a news story and put it into practice

Timeline: 6 weeks

Targeted Standards (Write the overall NJSLS standards that are most applicable to this unit.).

Anchor Standard 1: Generating and conceptualizing ideas.

1.2.12prof.Cr1a: Formulate multiple ideas using generative methods to develop artistic goals and solve problems in media arts creation processes.

Anchor Standard 2: Organizing and developing ideas.

1.2.12prof.Cr2c: Apply aesthetic criteria in developing, refining and proposing media arts artwork.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products

1.2.12prof.Pr5a: Demonstrate progression in artistic, design, technical, and soft skills, as a result of selecting and fulfilling specified roles in the production of a variety of media artworks.

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products

1.2.12prof.Cn10b: Explain and demonstrate the use of media artworks to expand meaning and knowledge, and create cultural experiences such as learning and sharing through online environments.

Rationale and Transfer Goals :

Understanding how media is constructed is key for critical thinking. Deeper knowledge of the story-telling process helps students recognize the role of stories in our understanding of how government and society work.

Students gain a much deeper understanding of media and news when they have to make editorial decisions through writing and editing their scripts.

Enduring Understandings: What are the most essential conclusions that students should be guided towards throughout this unit?

Anchor Standard 1:

Media arts use a variety of sources such as imagination and creative processes to inspire and transform concepts and ideas into artistic expression.

Anchor Standard 2:

Media artists plan, organize and develop creative ideas that can effectively realize the artistic intent and communicate meaning

Anchor Standard 5:

Media artists require a range of skills and abilities to creatively solve problems.

Anchor Standard 10:

Through creating media artworks, people make meaning by investigating and developing awareness of culture and experiences.

Essential Questions: What are the questions that will guide critical thinking about the content of this unit? Essential questions should, in part, be thought-starters toward the enduring understandings.

Anchor Standard 1:

How do media artists generate ideas and formulate artistic intent?

How can creative risks be encouraged?

Anchor Standard 2:

How do media artists work? How do media artists and designers determine whether a particular direction in their work would be effective? How do media artists learn from trial and error?

Anchor Standard 5:

How are creativity and innovation developed within and through media arts productions?

Anchor Standard 10:

How does making media artworks attune people to their surroundings? How do media artworks contribute to an awareness and understanding of our lives and communities?

Content/Objectives		Instructional Actions	
Content <i>What students will know</i>	Skills <i>What students will be able to do</i>	Activities/Strategies <i>How we teach content and skills</i>	Evidence (Assessments) <i>How we know students have learned</i>
Properly interview subjects	Produce a clear and concise news story that includes the four	Hands on activities, demonstrations by teacher and peers, and notes.	2 News Packages and 2 For Real Moments Documentaries

<p>Using the 5Ws, 1H approach to journalism is a successful way to create a news lead.</p> <p>Using the Story Arc ensures that the most important information in a news story is in the lead and that it becomes progressively less important as the story unfolds.</p> <p>News gathering and reporting is a non-linear, circular process.</p> <p>Understand that good stories have a beginning, middle, and end</p> <p>Understand “the hook” and why it’s important</p> <p>Students will learn about SPJ Code of ethics</p>	<p>components of story structure.</p> <p>Research a topic and organize information from most important to least important.</p> <p>Gather information for a news story and follow all of the necessary steps, including interviewing a classmate, writing the story, videotaping and edit the event or topic choice also, then following up with the sources to make any necessary edits, and submitting the story for the Morning Roar</p> <p>Students will be able to seek the truth and report on important topics</p> <p>Fact Check</p> <p>Write a script</p>	<p>Script Writing</p> <p>Race, woman and LGBTQ+ Justice Diary</p>	<p>Peer and teacher review</p> <p>Conversation</p> <p>Tests and quizzes.</p>
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Spiraling for Mastery

Where does this unit spiral back to other units from this or previous years in order to ensure that students retain mastery of what they’ve learned?

Content or Skill for this Unit	Spiral Focus from Previous Unit	Instructional Activity
<p>Students will be able to setup and use ENG equipment such as Tripod, Handheld Microphone, Shotgun Microphone, & ENG Camera</p>	<p>Will be able to frame shots professionally</p> <p>Using ENG Equipment</p>	<p>Students will work in groups to setup and take down ENG equipment</p> <p>Creating interviews</p>

<p>Will be able to frame shots professionally and appropriately identify them</p> <p>Perform a mic check</p>	<p>Using Final Cut Pro to Edit</p>	
<p>21st Century Skills:</p> <ul style="list-style-type: none"> • 9.4.2.DC.6: Identify respectful and responsible ways to communicate in digital environments. • 9.3.12.AR.3 Analyze the lifestyle implications and physical demands required in the arts, audio/visual technology and communications workplace. • 9.4.2.TL.1: Identify the basic features of a digital tool and explain the purpose of the tool (e.g., 8.2.2.ED.1). • 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas. • 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving. • 9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience. 		
<p>Key resources: Teacher, lhstv.com, TV and a book a student and I co-wrote, Mac Computer, Final Cut Pro,</p>		
<p>Interdisciplinary Connections: RST.9-10.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically</p> <p>HSN-Q.A.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p>		
<p>Intersections of History: Black: Students will report on issues and or history dealing with black cultures</p>		

Hispanic:

Students will report on issues and or history dealing with hispanic cultures

Women:

Students will report on issues and or history dealing with women

LGBTQ:

Students will report on issues and or history dealing with the LGBTQ+ community

Important Vocabulary:

Script

The 5 W's and the H

Who

What

When

Where

Why

& How

Transcription

Soundbite

Voiceover

Natural Sound

Story Arc

Hook

B-roll

News Package